

Variations on a theme: Bumblebee learning flights from the nest and from flowers

Théo Robert^{1*}, Elisa Frasnelli^{1,2}, Natalie Hempel de Ibarra¹, Thomas S. Collett³

¹ Centre for Research in Animal Behaviour, Psychology, University of Exeter, Exeter, EX4 4QG, UK

² School of Life Sciences, University of Lincoln, Lincoln, LN6 7DL, UK

³ School of Life Sciences, University of Sussex, Brighton, BN1 9QG, UK

* Correspondence to: tgr203@exeter.ac.uk

SUMMARY STATEMENT

Bumblebees learn the locations of their nest and flowers during learning flights. Flights from nest and flower differed systematically even when nest, flower and immediate surrounds were made visually similar.

ABSTRACT

On leaving a significant place to which they will come back, bees and wasps perform learning flights to acquire visual information to guide their returns. The flights occur in different contexts, like their nest or a flower, which are functionally and visually different. The permanent and inconspicuous nest hole of a bumblebee worker is locatable primarily through nearby visual features; whereas a more transient flower advertises itself by its colour and shape. We compared the learning flights of bumblebees leaving their nest or a flower in an experimental situation in which the nest hole, flower and their surroundings were visually similar. Consequently, differences in learning flights could be attributed to the bee's internal state when leaving the nest or flower rather than to the visual scene. Flights at the flower were a quarter as long as those at the nest and more focussed on the flower than its surroundings. Flights at the nest covered a larger area with the bees surveying a wider range of directions. For the initial third of the learning flight, bees kept within about 5 cm of the flower and nest hole and tended to face and fixate the nest, flower and nearby visual features. The pattern of these fixations varied between nest and flower and these differences were reflected in the bees' return flights to the nest and flower. Together these findings suggest that the bees' learning flights are tuned to their inherent expectations of the visual and functional properties of nests and flowers.

Keywords

Insect navigation, Place learning, Route learning,

INTRODUCTION

Bees and wasps perform what are known as learning flights when they leave a location to which they will return. Such sites may be their nest (e.g. Becker, 1958; Hempel de Ibarra et al., 2009; Tinbergen, 1932; Wagner, 1907; Zeil, 1993a) or a feeding site (e.g. Lehrer, 1993; Opfinger, 1931), or, in the case of parasitic wasps, the location of a host's nest (Rosenheim, 1987). Learning flights are structured so that the insects can learn enough about the surrounding landscape on a single flight to guide a successful return. This basic function of the flight is similar across species and the different goals to which the insect returns. It is thus not surprising that there are similarities between, for instance, the learning flight of the sand wasp *Cerceris* when leaving its nest (Zeil, 1993a) and the wasp *Vespula* when leaving a feeder (Collett and Lehrer, 1993). On the other hand, nests and flowers have very different functions and properties. Nest holes can be inconspicuous, whereas flowers usually advertise themselves to be visually striking. An insect normally has only one nest to which it is essential that it returns. In contrast, flowers of one species are dispersed, often in patches of the same colour thereby attracting pollinators from a distance (Benitez-Vieyra et al., 2007; Gumbert and Kunze, 2001; Johnson et al., 2003). With many flowers close together, there is less need to learn a single plant's precise location; moreover, individual flowers are often short-lived. We ask here in what ways a bumblebee's learning flights at the nest and at a flower are tailored to such differences.

The specific questions with which we approached this issue were first whether learning flights are longer when a bumblebee leaves its nest than when leaving a flower. Differences in duration could allow bees to obtain more precise information for learning the location of an inconspicuous nest, either through repetition of particular manoeuvres, or through the performance of a greater range of manoeuvres. Typically, individual bees and wasps perform learning manoeuvres on several departures from the nest or a newly discovered flower. Because a conspicuous flower provides an obvious target for a bee's approach, fewer learning flights may be needed for a rapid and successful return to a flower than are needed

to reach the nest. Does the duration of learning flights in fact decay faster over a sequence of departures from a flower than from the nest?

A second related question is whether the bees' learning manoeuvres might be more focussed on a conspicuous flower than on the surroundings and more distributed in space when learning the location of an inconspicuous nest that can often only be located through its relation to surrounding visual features. Concentrating a learning flight on a flower might occur not only because it is an obvious target for guiding a future return, but also because by learning its appearance better, bees would be more able to recognise the same flower elsewhere.

To answer questions of this kind we made the visual scene at the nest and the flower as similar as possible (Robert et al., 2017). Differences in learning flights would then indicate intrinsic differences related to the nature of the goal and the bees' internal state, rather than a consequence of the surroundings in which the flights occur.

Bombus terrestris L. is particularly appropriate for such a study as this bee both nests in the ground and will also forage at low lying flowers, like clover. We could thus mark the nest hole with a coloured ring on the ground and use an identical ring as a flower, with black cylinders nearby to provide additional locational cues (Robert et al. 2017). We could then examine the learning flights of the same bee as it left its nest and a flower. To investigate how bees looked at their surroundings during learning flights, we compare the ways in which the bees faced the array of cylinders during learning flights at the nest and the artificial flower.

Return flights are also analysed to see whether differences in learning flights at the nest and flower are reflected in later return flights to those places. Lastly, we performed tests with the nest hole covered and the sucrose dispenser removed to compare how the bees search for their nest or the flower in the presence or absence of the ring.

MATERIALS AND METHODS

Experimental procedures

Experiments were conducted in a greenhouse (8 by 12m floor area) at the Streatham campus of the University of Exeter. Bumblebees, *Bombus terrestris audax*, from commercially reared colonies (Koppert UK), were marked individually with coloured number tags. The colony was placed under a table, the 'nest table', and we recorded the flights of worker bees as we allowed them to leave their nest, one at a time, through a hole in the centre of the table. The nest hole was surrounded by a matte purple plastic ring (5 cm outer diameter) placed flat on the table top. In addition, three black cylinders (17 x 5 cm) were placed in a 120° arc around the nest hole with their centres 24.5 cm from the hole. The artificial flower, an identical purple ring with a sucrose dispenser (50% w/w) in its centre, marked by the same arrangement of cylinders, was placed on the top of another table, the 'flower table', 5 metres away.

Both tables (1.5 x 1.8 m) were covered with white gravel that was frequently raked. Both the flower and nest ring were frequently cleaned. The behaviour of bees leaving the nest and the flower was recorded continuously during the experiments at 50 frames per second with video cameras (Panasonic HC-V720, HD 1080p) that were hung 1.35m above each table and captured an area of about 70 x 90 cm in an image of 1920x1080 pixels.

Training

Bees were naive to the experimental surroundings and at the start of training had not previously left the nest. To avoid bees interacting with each other, gates were operated so that bees left the nest one at a time. After a bee performed a learning flight close to the nest, it flew around the greenhouse and, after it had landed or slowed down, it was caught in a butterfly net and transferred into a tube. A few minutes later, the bee was introduced to the artificial flower by placing the tube over a similar flower on a third table, the 'training table', which like the flower and nest tables had a purple ring, but did not have an array of cylinders. Once the bee started

to drink, the tube was slowly removed. Bees on the flower generally continued drinking and, when done, typically after 30-50s, performed a learning flight on leaving the flower. The bees were then left to fly and return to the nest table, where they entered the nest through the centre of the ring. On its second departure from the nest, the training table was covered and the bee was left to find the flower on the flower table.

Most bees, after their pre-training, found and fed from the flower and we worked with the 19 bees that did so. One of the 19 started to fly erratically partway through the experiment and its later flights were not analysed. Bees had six departures from the nest and made five visits to the flower before tests were given.

Tests

Each bee received four different tests: two at the nest table and two at the flower table. Before each test, either the nest was covered by a sheet of plastic topped with gravel, or the sucrose dispenser on the flower table removed. The cylinder array was translated to a new position and the gravel raked. In one set of tests, the purple ring was absent. In a second set, the ring was placed in its normal position with respect to the cylinder array. Different purple rings were used for tests and training. The tests were given during four foraging circuits after training was complete. One test was given on each circuit, alternating between tests at the nest and the flower. The bee's flight on its approach to the tested table was recorded until it stopped approaching the general location of the nest or flower. The usual nest or flower arrangement was then restored and the bee returned home or fed from the flower.

Data analysis

The positions and body orientations of the bees were extracted from the video-recordings using custom-written codes in Matlab (Philippides et al., 2013). The duration of a flight was defined by the time it took a bee to cross a circle of 24 cm radius centred on the nest entrance or the flower. Cumulative distance indicates the distance that a bee travels before it first crosses a circle of a given radius.

In some figures, flight parameters are plotted against normalised time. Each individual bee's flight was then divided into ten equal durations and the relevant value of the flight parameter computed for each of the ten divisions. This procedure allowed changes in the parameter to be examined across flights of different durations. In some analyses, the flight was divided into two portions with the first third taken as the 'initial phase' and the remainder the 'later phase'. Figure S1 illustrates the usefulness of this procedure.

Fixations relative to a particular position (e.g. nest or flower or cylinder) are defined as times during the flight when the image of, say, the nest was stationary on the retina (within $\pm 3^\circ$) for at least 80 ms (see Robert et al. (2017) for a detailed explanation of the algorithm for extracting fixations). Fixations of the nest itself (or flower) is the subset of fixations in which the image of the nest or flower lies within $\pm 20^\circ$ of the bee's longitudinal axis (see also Fig S3). For cylinders and virtual cylinder locations images lie within $\pm 10^\circ$ of the bee's longitudinal axis to avoid overlapping. Fixation rate is the ratio of the number of fixations to the total number of frames within a specified time interval.

Although views memorised at the nest and flower are likely to be insulated from each other by the differing contexts (Fauria et al., 2002), we checked for interference by training a separate cohort of bees with no cylinders or ring on the nest table and with the usual cylinder array and purple ring on the flower table. A single learning flight was recorded at each table. The results of this control experiment (Figure S2) show that despite some differences the basic structure of the learning flights at the flower table is similar.

Tests were analysed using Adobe CS6 Premiere Pro to measure durations and Photoshop to collect the coordinates of the bees' landings. Landings were recorded as one of three types: (1) landings following an approach to the goal from the edge of the table; (2) repeated landings that occurred after landings of type 1 (data not shown); (3) landings near the bottom of cylinders, with the bee usually facing a cylinder.

When bees first arrive at the nest or flower table, they often do so at speed and remain in view very briefly before disappearing from the video frame. In later approaches to the table, they reduce their flight speed and often land. Even bees that do not land tend to slow down at particular points on the test table and appear to be searching. These 'slowdowns' give another measure of where the bees locate the nest and flower. We extract slowdowns from each bee on the first approach to a test table in which the bee reduced its speed. The position of a slowdown is taken as the point where flight speed is at a minimum. The first three of such 'slowdown' troughs are extracted automatically from each bees' first approach and their positions noted.

Statistical analyses were conducted in R (3.3.0). The package *circular* was used to compute circular means and the mean resultant length (ρ). Wilcoxon tests were used for comparisons between flights, for example the first and fourth departures from or returns to the nest or flower. A few departures ($n=23$ out of 152) in which the bees flew abnormally and crash-landed or bounced on the gravel were not analysed. Return flights immediately following an abnormal learning flight were also excluded. Four additional return flights were not recorded because they occurred while the camera's memory card was being changed. Because of these complications, the number of flights included in each statistical test varied. Sample sizes are given in the figure legends.

RESULTS

1. Durations of and areas covered by learning flights at nest and flower

Differences between the durations of learning flights at the nest and the flower and the areas that the bees cover during these flights are great enough to be obvious when scrutinising the first and fourth flights of a single individual. In the example of Figure 1, the two flights at the nest (LN1 and LN4) are more than twice as long as they are at the flower (LF1 and LF4), with the bee covering a larger area on its flights from the nest. The bee in its first flights looks back to face the nest and the flower; by the fourth flights the bee continues to look back to face the nest, but it moves directly away from the flower with scarcely a backward glance (Figure 1). These obvious

differences hold generally across the sample of learning flights (Figure 2), as shown by cumulative plots of the durations and distances of the flights plotted against distance from the nest or flower. In fact, the bees' very first learning flights from the flower are at the training table when it becomes familiar with the flower with no cylinders present (see Methods). The median duration of these flights is 6.63 seconds (5.82 IQR, $n=22$) which is no longer than that of LF1 (median duration 6.26 seconds; 4.05 IQR, $n=15$) (Wilcoxon test, $n=15$, $W=73.5$, $z=-0.77$, $p=0.44$). In the distance plot (Figure 2 C) the steeper the slope, the longer the distance the bee covers within a specified annulus before leaving it. Thus, for the first learning flights at the nest the slope is steepest-until the bee has travelled about 16cm from the nest and remains relatively flat thereafter. Note that the slope is roughly constant at the start, even though the area increases with the distance of each annulus from the centre, indicating that the bees spend a preponderance of the flight close to the nest.

The slope for the first learning flight from the flower is shallower than from the nest at the start of the flight (Figure 2C). After the bees are about 12 cm from the flower the slope becomes almost flat indicating that at this point the bees fly directly away. The plots of the cumulative durations of the flight reflect this change (Figure 2A) and the slopes of the plots also show corresponding drops at 16 cm and 12 cm. Since flight speed increases during each flight (Figure 2B), these points of inflection are more pronounced in the plots of duration.

By plotting the bees' median distance from the nest or flower against normalised flight duration (Figure 2D, S1), we see for all flights that, over the first 0.3 to 0.4 of the flight, bees remain within a few cm of the goal. After this initial phase, the bees gradually travel further from the nest or flower. Because of the striking difference between the initial and the later phases of the flights, we consider them separately in some of the following analyses.

Further evidence that bees cover larger areas during their learning flights at the nest than at the flower is seen in heat maps that show the bees' positions during the later phase of learning flights, accumulated across the first learning flights of all bees

(nest: Figure 3A; flower: Figure 3B). The same data are re-plotted in two ways. The first (Figure 3 C) shows the normalised number of data points in successive 4 cm annuli centred on the nest or flower. This number declines with distance from the nest and flower, but more rapidly in flights at the flower than at the nest. The second plot (Figure 3 D) is of the normalised number of data points in 45° radial segments centred on the nest or flower. The bees spend more time in the segments opposite to the cylinders at both nest and flower, but this radial asymmetry is greater for flights at the flower.

2. Looking patterns during learning flights at nest and flower

Two sets of visual cues in the immediate vicinity of the nest and the flower could supply the bees with information to guide their returns to the nest and flower. The first is the ring that acts as a flower or surrounds the nest hole and the second the three cylinders 24.5 cm away from the nest and flower. With what spatial and temporal patterns do bees view these cues during their learning flights and how do viewing patterns vary between learning flights at the nest and flower?

In the initial portions of learning flights bees tend to face in the direction of the cylinder array. In flights at the flower, bees focus strongly on the centre of the array, and in flights at the nest they face more broadly with a peak towards the bottom cylinder of the array (Figure 3E). In the later portion of the flights, the focus is reduced in flower flights and absent in nest flights (Figure 3F). In the following two sections, we dissect in more detail the ways in which bees fixate the nest, the flower and the cylinders.

a) Nest and flower

In their first learning flights, bees look preferentially at the nest and the flower (Figure 4A). The peaks of the distribution of body orientations relative to the nest or flower pooled over all frames from all bees occur when the bee is aligned with the nest or flower. Alignment in the nest direction is sustained across all four flights at the nest. Although the peak in the direction of the flower is strong in the first flight, it

diminishes in later flights (Figure 4B-D). By flight 4 the bee flies directly away from the flower so that the peak of the distribution is in the opposite direction. The tendency is the same if we examine fixations (see Methods) of the nest or the flower.

To analyse the density of looking over successive time intervals, we adopted a measure that we term fixation rate (see Methods). The nest fixation rates vary around 0.02 across the initial phase of all four flights (Figure 4E) and is significantly lower in the later phase. Flower fixation rates decay more rapidly over successive flights than do nest rates in both the initial and later phases of the flights (Figure 4F). Nest fixation rates (Figure 4E) do not differ significantly from flower fixation rates during LN1 and LF1 (Figure 4F) in either the initial or later phases of the flights. The rates differ later in the sequence of flights, beginning with LN2 and LF2 (initial phase LN2 vs LF2: $N=12$, Wilcoxon test, $W=65$, $z=-2.03$, $p=0.04$; later phase LN2 vs LF2: $N=12$, Wilcoxon test, $W=74$, $z=-2.75$, $p=0.01$) and continuing to LN4 and LF4 (with the exception of the later phase of LN3 and LF3: $N=14$, Wilcoxon test, $W=67$, $z=-1.50$, $p=0.13$). On a finer time scale, with fixation rates during LN1 and LF1 plotted against the normalised duration of the flight, the nest and flower rates have a similar maximum of about 0.03 towards the start of the flight when the bee is close to the nest or flower (Figure 4 G).

b) Cylinders

It is a little more difficult to determine whether bees face the cylinders more often than they face in other directions. To do so, we compare the number of fixations towards the real cylinders and towards nine virtual cylinders (Figure 5 A, B). Virtual cylinders are placed to fill the gaps between real ones to complete a circle of cylinders centred on the nest or flower placed 30° apart at 24.5 cm from the flower or nest. To test whether there were more real cylinder fixations than virtual ones, we count for each flight of each bee the mean number of fixations towards the three real cylinders placed at -60° , 0° and 60° on the circle and the mean number of fixations towards the four virtual cylinders flanking the real ones at -90° , -30° , 30° and 90° (Figure 5 A, B).

There are significantly more fixations towards the real cylinders (4.44 ± 0.41) than towards the virtual ones (3.63 ± 0.49) in the first learning flights at the nest (Wilcoxon test, $N=19$, $W=200$, $Z=-2.25$, $p=0.02$) and at the flower (mean number of fixations of real (2.08 ± 0.52) and virtual (1.03 ± 0.33) cylinders; Wilcoxon test, $N=16$, $W=100$, $Z=-3.31$, $p=9e-04$). The darker colours on the bar graph indicate fixations, in which, from the bees' vantage point, both nest and cylinder are aligned. These joint fixations are relatively rare in nest flights, but commoner in flower flights. During later learning flights at both the nest and the flower, there are fewer cylinder fixations and real cylinders did not attract significantly more fixations than the flanking virtual ones (data not shown).

Like fixations of the nest and flower, the majority of fixations of the cylinders occur close to the bee's departure point (Figure 5 C, D). In nest flights, more distant fixations are mostly on the side of the nest away from the cylinders and, like the directions of cylinder fixations, are distributed broadly. In flower flights, the distributions of directions and positions of cylinder fixations are more focussed (cf. Figure 3). It seems unlikely that these differences in viewing directions at the nest and flower tables can be attributed to differences in the more distant panorama within the greenhouse as seen from the vantage point of the nest or flower. The panorama as viewed from those positions look similar (Figure S4).

The cylinder fixation rates during the first learning flights from the nest and the flower peak at different normalised times (Figure 5 E, F), but remember that overall flower flights are considerably shorter. On flights from the nest, the fixation rate of the bottom cylinder peaks at the start of the flight's normalised duration followed soon by the middle cylinder at a slightly lower fixation rate and still later the top cylinder at the lowest rate of the three. One tentative interpretation of this pattern is that bees tend to look from the bottom to the top of the cylinder array. On flights from the flower only the central cylinder attracts appreciable fixations with a broad peak in the fixation rate about a third of the way through the normalised duration of the flight. These

patterns suggest that the bees' viewing strategy differs spatially across nest and flower flights.

3. Return flights

Bumblebees returning to the flower and the nest (Figure 6 A, B) fly in a characteristic zigzag path, tending to face the nest or flower at the extrema of the zigzags (Philippides *et al* 2013). As happens during learning flights, but in the reverse direction, the approach to the flower seems more direct than that to the nest. This difference is also apparent in cumulative plots of the durations and distances of all the recorded bees when plotted against the bees' distance from the nest and the flower (Figure 6 C, D). Returns to the nest take slightly longer and the trajectories are less direct than those to the flower on both the first and later flights.

On the other hand, approaches to the flower and the nest are similar in the way that the bee slows down, often hesitating, circling or hovering close to the nest or flower just before landing. Surprisingly, there are no striking differences between the first and fourth returns. Indeed, the bee's first approach to the flower on the training table (RF0), before it has performed any learning flights at the flower, is about as fast and as long as its fourth return (Figure 6 C, D).

On their returns, bees tend to approach the nest and flower from a direction in which the array of cylinders lies beyond the goal (Figure 6 A, B), matching their learning flights (Figure 3 D) and enabling the bees to view the array through much of the approach (c.f. Zeil, 1993b). The bees' body orientation relative to the central line suggests that bees look closely at the area containing the flower and central cylinder and survey the scene more broadly when approaching the nest (Fig 3E, F). But statistical tests using each flight to the flower or nest as a data point do not show these differences to be significant (Figure 7 A, B). Such differences between flower and nest are more marked in plots of the bees' body orientation relative to the flower or the nest: bees returning to the flower are more focussed on the flower than are bees returning to the nest focussed on the nest (Figure 7 C, D). The frequency of fixations with respect to the nest or flower (Figure 7 E, F) makes the same point. Later returns are similar (data not shown). Thus, return flights match learning flights

in that bees view the nest within a broad spatial context and focus more narrowly on flowers.

A further parallel between return and learning flights concerns the bees' fixations of the cylinder array. During the first learning flight at the nest bees first and most often fixated the top cylinder (Figure 5 A, E), whereas at the flower they focus on the central cylinder more often (Figure 5 B, F). The same difference between flights at the nest and the flower occur on the first return flight, but not on later returns. Thus, on their first return flight to the nest, bees mostly fixate the bottom cylinder (Figure 8 A) and on their return to the flower they fixate the central cylinder (Figure 8 B). The darker areas on the histograms of Figure 8 A and B illustrate that returning bees tend to align themselves so that they look across the nest when fixating the cylinder.

4. Tests of localisation

The results so far indicate significant differences in flights at the nest and the flower. Are these differences reflected in the results of tests designed to examine the precision of the bees' ability to localise the nest and flower?

In all tests, the array of cylinders is shifted from its normal position. In the first two tests at the nest and flower, the ring is removed so bees have to rely on the cylinders during their search for the nest or flower. In two further tests, the ring is present and is shifted with the array of cylinders. We obtain two measures of where bees suppose the nest or flower to be. The first and most direct is where they landed. Landings often happen late during a search. They are preceded by moments in which the bees' flight speed slows down greatly. The positions of the troughs of these 'slowdowns' (see Methods) is a second useful measure.

Despite longer and more elaborate learning flights at the nest than at the flower, in tests without a ring bees are no more accurate in their landing positions on the nest table than on the flower table. In both cases the landings cover an appreciable area (Figure 9 A). The distributions of distances from the virtual nest ($8.15 \text{ cm} \pm 0.50$) are similar to the distances from the virtual flower ($7.16 \text{ cm} \pm 1.23$), (Figure 9 C, D).

When the rings are there, bees landed precisely on them, whether the rings represent the nest or the flower (Figure 9 B). In these conditions, landings are close to the centre of the ring whether it marks the flower ($1.43 \text{ cm} \pm 0.09$) or the nest ($1.84 \text{ cm} \pm 0.19$).

The positions in which bees slow down in tests with no ring are nearly as accurate as the landing positions (Figure 10 A, C), with little difference in the bees' distance from the virtual nest ($11.8 \text{ cm} \pm 1.1$) or flower ($10.5 \text{ cm} \pm 1.49$) (Figure 10 E, F). But the spatial organisation of these searches did differ between nest and flower tests. Slowdowns around the virtual nest are distributed along the vertical axis, parallel to the cylinder array, and at the flower they spread along the central line of the flower and array. In tests with rings, the bees mostly slow down close to the ring, but there are also outlying points at some distance from the ring (Figure 10 B, D). Mean distances are thus similar between nest ($10.8 \text{ cm} \pm 2.15$) and flower ($11.2 \text{ cm} \pm 3.51$), although the precise cluster on the flower table is not replicated on the nest table.

The slowdowns with the ring on the flower and nest tables are particularly useful since we can see where the bees look when they are relatively close to the virtual goal. We examine the bees' body orientation relative to the cylinder array when the ring is present and the bee was close to it (Figure 10 G). Bees above the virtual nest are oriented towards the nest and the bottom part of the cylinder array (circular mean: -75° , vector amplitude (ρ): 0.48), as they are during learning and return flights. Bees above the virtual flower are more oriented towards the centre of the cylinder (circular mean: -14.1° , ρ : 0.58), as in learning and return flights. But it should be noted that these differences are not significant Watson-Wheeler test ($W=2$, $p=0.3$).

Are the bees more persistent in their search for the nest than the flower?

To analyse the bees' persistence, we score the frequency of landings after an approach. When the ring is absent the rate of landings is higher at the nest ($0.040 \text{ landings/s} \pm 0.005$) than at the flower ($0.015 \text{ landings/s} \pm 0.004$; Wilcoxon test, $N=17$, $W=20$, $Z=-2.57$, $p=0.01$). But when the ring is present the rate of landings is

unchanged at the nest ($0.039 \text{ landings/s} \pm 0.004$) but increases during flower searches ($0.089 \text{ landings/s} \pm 0.010$) to become higher than at the nest (Wilcoxon test, $N=16$, $W=100$, $Z=-3.41$, $p<0.001$).

We also score the mean duration of search bouts. In the absence of the ring, nest searches are longer ($17.7\text{s} \pm 1.84$) than flower searches ($6.60\text{s} \pm 1.06$) (Wilcoxon test, $N=17$, $W=4$, $Z=-3.43$, $p<0.001$). When the ring is present nest searches continue to be longer than ($46.40\text{s} \pm 9.36$) than flower searches ($8.06\text{s} \pm 0.62$) (Wilcoxon test, $N=16$, $W=0$, $Z=-3.52$, $p<0.001$). Nest searches are significantly longer with the ring than when the ring is absent (Wilcoxon test, $N=16$, $W=5$, $Z=-3.26$, $p=0.001$). But the presence or absence of the ring has no significant effect on the length of flower searches (Wilcoxon test, $N=16$, $W=30$, $Z=-1.86$, $p=0.06$).

Taken together, these tests of persistence indicate that bees searched longer for the nest than for the flower and that the presence of the ring sometimes makes bees search for longer.

DISCUSSION

1. Structural differences between learning flights at flower and nest

The major differences that we have identified are that flights at the nest are much longer than those at a flower. Learning flights at both locations tend to become shorter with each departure, with a faster decay at the flower than at the nest. During their longer trajectories at the nest, bees survey the immediate nest surroundings over a larger area than they do the flower and fixate different features. The rate and number of fixations is higher in flights from the nest than from the flower and fixations also occur over a longer range of distances from the goal.

Wei and co-workers (Wei et al., 2002; Wei and Dyer, 2009) measured the durations of honeybee learning flights when leaving a feeder and showed they were longer when sucrose concentration was higher. This change indicates that bees may take more care to learn location when the value of the reward grows. It is hard to compute

the relative values of a nest and flower, but intuitively the same may apply - a nest is forever, but a flower may only be a one day's stand. But equally learning enough to locate what is usually an inconspicuous nest hole may need more effort than learning to locate a flower and the lengths of learning flights may be adapted to these requirements.

Indeed, these differences occur when the visual surroundings of the nest and flower are made to be as similar as possible, indicating that the observed differences are the result of internal modulations of the learning flights set by the function (nest or flower) of the bee's current location. The modulations could perhaps be triggered at the nest by external factors like a sudden absence of nest odour or the sudden presence of daylight, and at the flower by the availability of nectar. Arguing against such triggering is that similar differences are found on return flights to the nest and flower when these particular triggering factors are not present. It seems more likely that the bees' differing internal states at the nest and the flower are caused by neuromodulators subtly adjusting neural circuits, with the level of modulation controlled by a variety of factors (reviewed by Griffith, 2012). Interestingly, the internal state in which a memory is formed may also be required for its expression (Krashes et al., 2009).

.

2. Accuracy and persistence of search

Although the differences between the flights might suggest that bees learn more about the surroundings of its nest than a flower, the tests revealed no difference in the bees' ability to localise the nest or flower. One possibility is that the surroundings in which we tested the bees may have been insufficiently challenging to reveal any substantial differences in their ability to accurately pinpoint the location of the flower or the nest. We should also remember that the bumblebees in the present experiments could learn their surroundings on arrival and departure so that the bees' behaviour during tests could in part have been the result of information acquired on both outward and return journeys (Lehrer and Collett, 1994).

Nonetheless, bees persisted for longer when searching for their nest than when looking for a flower. Why should that be? There are at least two kinds of answers. The first is functional: persistence of search may just be part of the different sets of characteristics that are intrinsically associated with a permanent home and a transient

flower. The second type of answer is mechanistic: stronger synaptic connections associated with stronger nest memories and the resulting prolonged activity somewhere in the circuitry could cause bees to search for longer.

Lastly, why under some conditions do the bees persist in searching for the flower and not give up quickly when the ring is absent. In contrast to a situation in which landmarks indicate the position of a learned inconspicuous food source (Lehrer and Collett, 1994), the flower here was clearly visible. One might suppose that searching for a flower which has disappeared from its former location is less worthwhile than searching for a nest that lacks one of several cues marking its location. Perhaps, in the particular set-up of these experiments the central cylinder was often fixated with the flower (Figure 5) and became part of the flower so that its continued presence means for the bee that the flower is still there. Another possibility, which is supported by the bees' natural foraging behaviour, is that the location itself becomes valuable. In these experiments, the bees at the flower could drink concentrated sucrose solution to capacity and consequently both the flower and the place may be rewarding. In normal foraging, when bees have obtained reliably good rewards from a particular species within a patch of flowers, they continue to visit the same patch after the particular flower species that they are harvesting stops flowering and explore it for other species (Heinrich, 1979; Ogilvie and Thomson, 2016).

3. What is learnt when?

Bumblebee learning flights divide naturally into two portions: an initial phase of about a third of the flight in which the bee keeps very close to the nest or flower followed by a later portion in which the bee gradually increases its distance from the nest or flower (Figure 2D). It is striking that most of the fixations of the nest, flower and cylinders occur during the initial phase suggesting that views of the goal surroundings are stored during this phase, when the bee is very close to the nest or flower location, and may learn the distance of visual cues from the goal. Supporting evidence that visual information is stored during the initial phase comes from finding that the cylinders selected for fixation during learning flights differ between nest and flower and that the same preferences are seen in the cylinders that bees fixate during the first return flights to the nest or flower and during tests at these places.

The fact that on return flights bees tend to fixate cylinders from positions in which they are also fixating the nest (Figure 8 A, B) reinforces earlier conclusions (Philippides et al. 2013) that bumblebees are likely to learn the compass bearing of nearby visual features relative to the nest during the initial phase of their learning flights.

It is interesting that bees only find it necessary to fixate cylinders during their first learning and return flights at the nest and the flower. Thereafter it seems that they can be guided by the cylinder in its retinal position relative to the nest without having to look at the cylinder directly. The orientation of the bees' body when they reduce speed during tests when very close to the nest or the flower (Figure 10G) suggests that bees may revert to looking directly at the same cylinders when checking their location.

In the later phases of learning flights at the nest, bees tend to fly away from the nest and then back towards it in a sequence of loops of increasing size (Philippides et al. 2013). It seems likely that during these loops bees acquire views while flying towards the nest that can later guide the bees' homeward returns (Stürzl et al., 2016)(cf. Stürzl et al. 2016). This possibility is supported by correlations between learning and return flights. During return flights the compass directions in which bees face the nest are aligned with the preferred direction of nest facing during learning flights (Hempel de Ibarra et al. 2009). This later phase of learning flights may thus be adapted to learning short routes, perhaps only cms long, that lead back home.

References

- Becker, L.** (1958). Untersuchungen über das Heimfindevermögen der Bienen. *Z. Vergleich. Physiol.* **41**, 1-25.
- Benitez-Vieyra, S., Hempel de Ibarra, N., Wertlen, A. M. and Cocucci, A. A.** (2007). How to look like a mallow: evidence of floral mimicry between Turneraceae and Malvaceae. *Proc. Roy. Soc. Lond. B* **274**, 2239-2248.
- Collett, T. S. and Lehrer, M.** (1993). Looking and learning: A spatial pattern in the orientation flight of the wasp *Vespula vulgaris*. *Proc. Roy. Soc. B* **252**, 129-134.
- Fauria, K., Dale, K., Colborn, M. and Collett, T. S.** (2002). Learning speed and contextual isolation in bumblebees. *Journal of Experimental Biology* **205**, 1009-1018.
- Griffith, L. C.** (2012). Identifying behavioral circuits in *Drosophila melanogaster*: moving targets in a flying insect. *Curr. Op. Neurobiol.* **22**, 609-614.
- Gumbert, A. and Kunze, J.** (2001). Colour similarity to rewarding model plants affects pollination in a food deceptive orchid, *Orchis boryi*. *Biol. J. Linn. Soc.* **72**, 419-433.
- Heinrich, B.** (1979). "Majoring" and "minoring" by foraging bumblebees, *Bombus vagans*: an experimental analysis. *Ecology* **60**, 245-255.
- Hempel de Ibarra, N., Philippides, A., Riabinina, O. and Collett, T. S.** (2009). Preferred viewing directions of bumblebees (*Bombus terrestris* L.) when learning and approaching their nest site. *J. Exp. Biol.* **212**, 3193-3204.
- Johnson, S. D., Peter, C. I., Nilsson, L. A. and Ågren, J.** (2003). Pollination success in a deceptive orchid is enhanced by co-occurring rewarding magnet plants. *Ecology* **84**, 2919-2927.
- Krashes, M. J., DasGupta, S., Vreede, A., White, B., Armstrong, J. D. and Waddell, S.** (2009). A Neural Circuit Mechanism Integrating Motivational State with Memory Expression in *Drosophila*. *Cell* **139**, 416-427.
- Lehrer, M.** (1993). Why do bees turn back and look? *J. Comp. Physiol. A* **172**, 549-563.
- Lehrer, M. and Collett, T. S.** (1994). Approaching and departing bees learn different cues to the distance of a landmark. *J. Comp. Physiol. A* **175**, 171-177.
- Ogilvie, J. E. and Thomson, J. D.** (2016). Site fidelity by bees drives pollination facilitation in sequentially blooming plant species. *Ecology* **97**, 1442-1451.
- Opfinger, E.** (1931). Über die Orientierung der Biene an der Futterquelle - Die Bedeutung von Anflug und Orientierungsflug für den Lernvorgang bei Farb-, Form- und Ortsdressuren. *Z. Vergl. Physiol.* **15**, 431-487.
- Philippides, A., Hempel de Ibarra, N., Riabinina, O. and Collett, T. S.** (2013). Bumblebee calligraphy: the design and control of flight motifs in the learning and return flights of *Bombus terrestris*. *The Journal of experimental biology* **216**, 1093-1104.
- Robert, T., Frasnelli, E., Collett, T. S. and Hempel de Ibarra, N.** (2017). Male bumblebees perform learning flights on leaving a flower but not when leaving their nest. *Journal of Experimental Biology* **220**, 930-937.
- Rosenheim, J. A.** (1987). Host location and exploitation by the cleptoparasitic wasp *Argochrysis armilla*: the role of learning (Hymenoptera: Chrysididae). *Behav. Ecol. Sociobiol.* **21**, 401-406.

Stürzl, W., Zeil, J., Boeddeker, N. and Hemmi, J. M. (2016). How wasps acquire and use views for homing. *Curr. Biol.* **26**, 470-482.

Tinbergen, N. (1932). Über die Orientierung des Bienenwolfes (*Philanthus triangulum* Fabr.). *Z. Vergl. Physiol.* **16**, 305-334.

Wagner, W. (1907). Psychobiologische Untersuchungen an Hummeln. *Zoologica* **19**, 1-239.

Wei, C., Rafalko, S. and Dyer, F. (2002). Deciding to learn: modulation of learning flights in honeybees, *Apis mellifera*. *J. Comp. Physiol. A* **188**, 725-737.

Wei, C. A. and Dyer, F. C. (2009). Investing in learning: why do honeybees, *Apis mellifera*, vary the durations of learning flights? *Anim. Behav.* **77**, 1165-1177.

Zeil, J. (1993a). Orientation flights of solitary wasps (*Cerceris sphecidae*, Hymenoptera) I. Description of flight. *J. Comp. Physiol. A* **172**, 189-205.

Zeil, J. (1993b). Orientation flights of solitary wasps (*Cerceris, sphecidae*, Hymenoptera) II. Similarities between orientation and return flights and the use of motion parallax. *J. Comp. Physiol. A* **172**, 207-222.

Figures

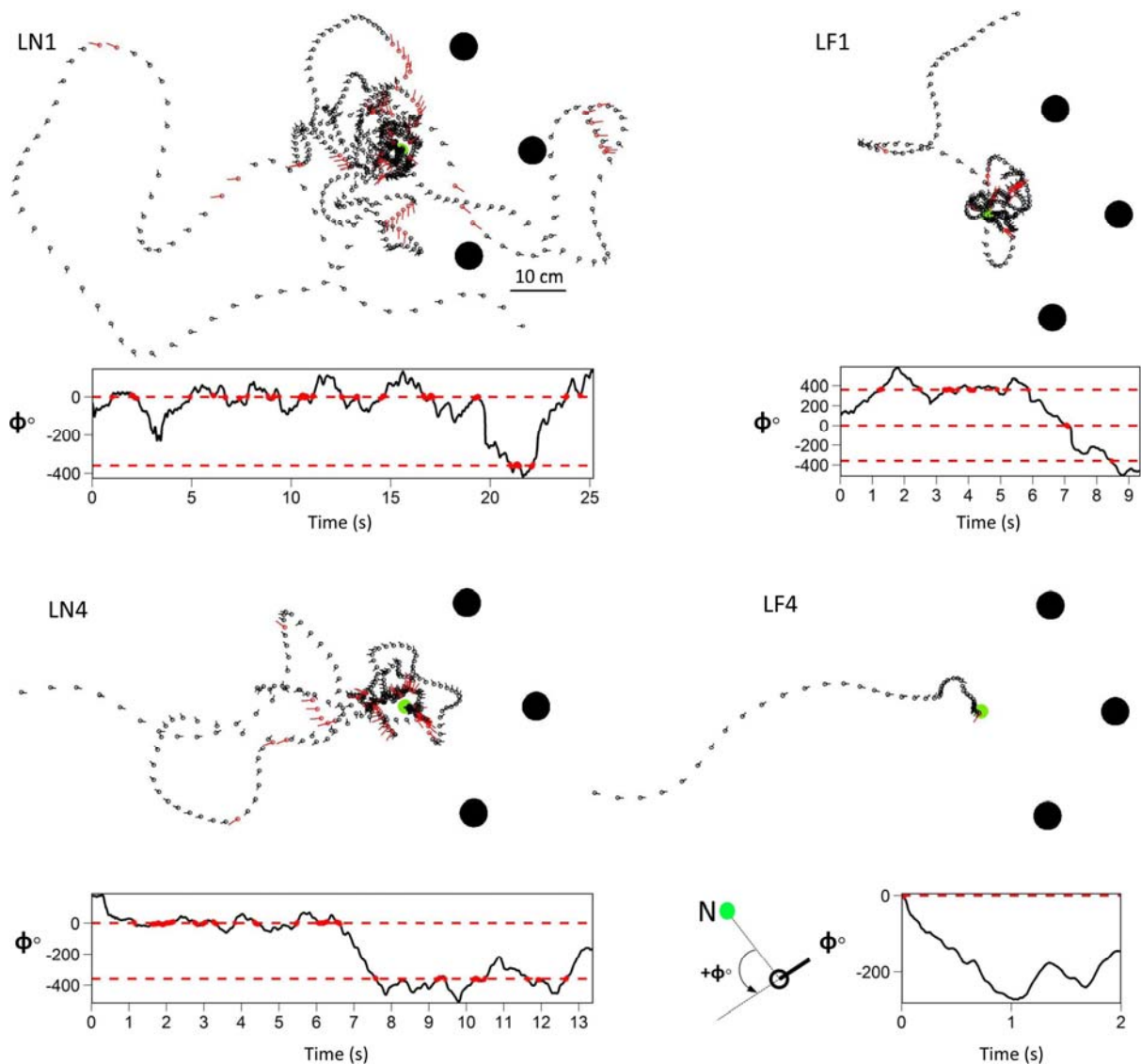


Figure 1. Top views of the first and fourth learning flights of a single bee at the nest (LN1, LN4) and flower (LF1, LF4).

The small empty circles show the positions of the bee plotted every 40 ms during its trajectories and the tails show its body orientation. Red circles and extended tails show when the bee faces the nest or flower ($\pm 10^\circ$). The large black filled circles represent the positions of the cylinders and the green circle the nest or flower. Plotted below each trajectory is the orientation of the bee relative to the nest or flower (ϕ). Inset shows ϕ with the arrow pointing in the positive direction.

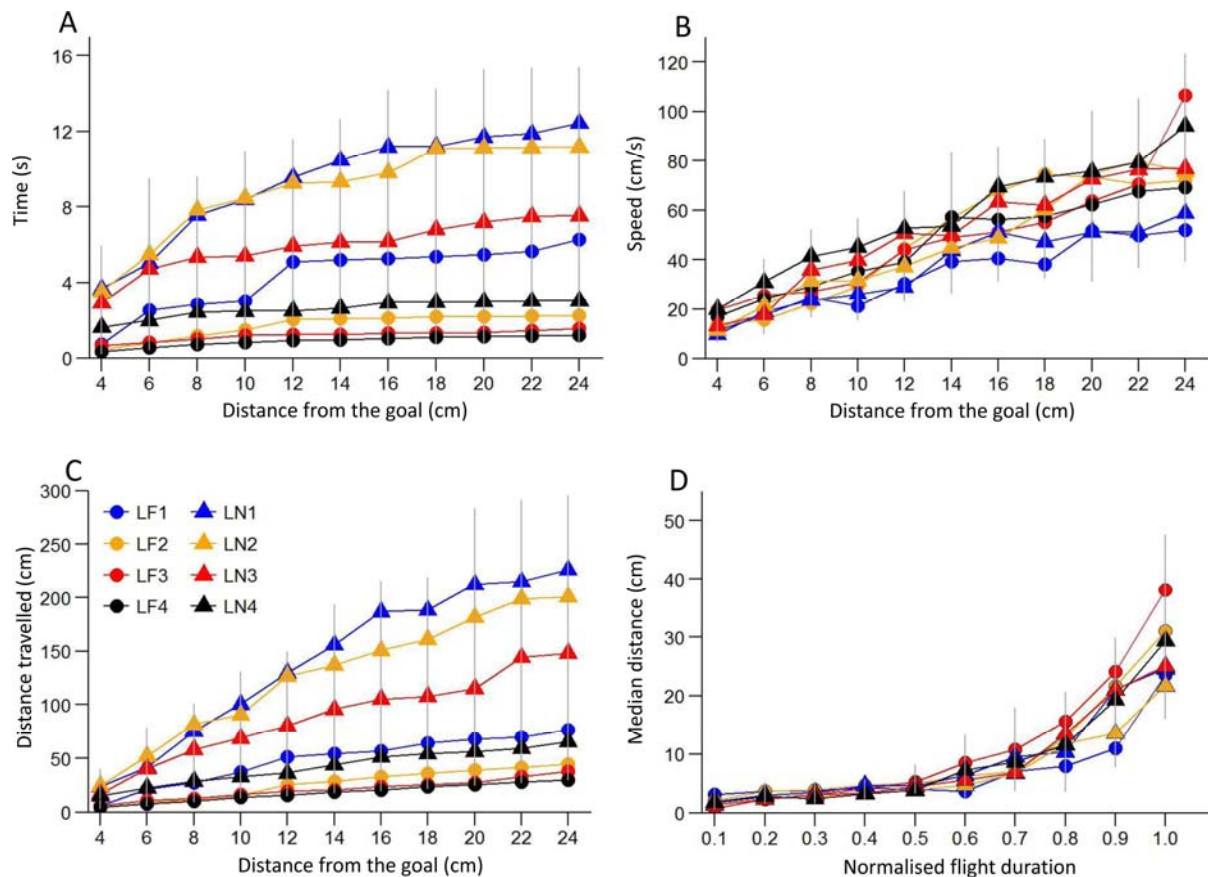


Figure 2. Some parameters of the first four learning flights at the nest (LN1 to LN4) and flower (LF1 to LF4).

A: Median times and IQRs taken by bees to cross for the first time a specified radial distance from the nest or flower to a maximum radial distance of 24 cm (LN1/LN2/LN3/LN4: N=19/18/18/18 bees; LF1/LF2/LF3/LF4: N=15/12/13/13 bees). B: Similar plots of speed with crossing time shown within ± 40 ms. C: Similar plots of trajectory length. D: Bees' median distance from nest or flower plotted against normalised time (see Methods).

The median duration of LN1 (12.44s, 5.1 IQR) was longer than LF1 (6.26s, 4.05 IQR; Wilcoxon, N=15, W=4, $z=-3.18$, $p=0.001$). Similarly, LN4s (3.04s, 2.95 IQR) were significantly longer than LF4s (1.20, 0.68 IQR; Wilcoxon, N=13, W=3, $z=-2.97$, $p=0.003$). Both LNs and LFs became significantly shorter over successive visits (LN1 vs LN4: N=18, W=161, $z=-3.29$, $p=0.001$; Wilcoxon, LF1 vs. LF4: N=12, W=78, $z=-3.06$, $p=0.002$).

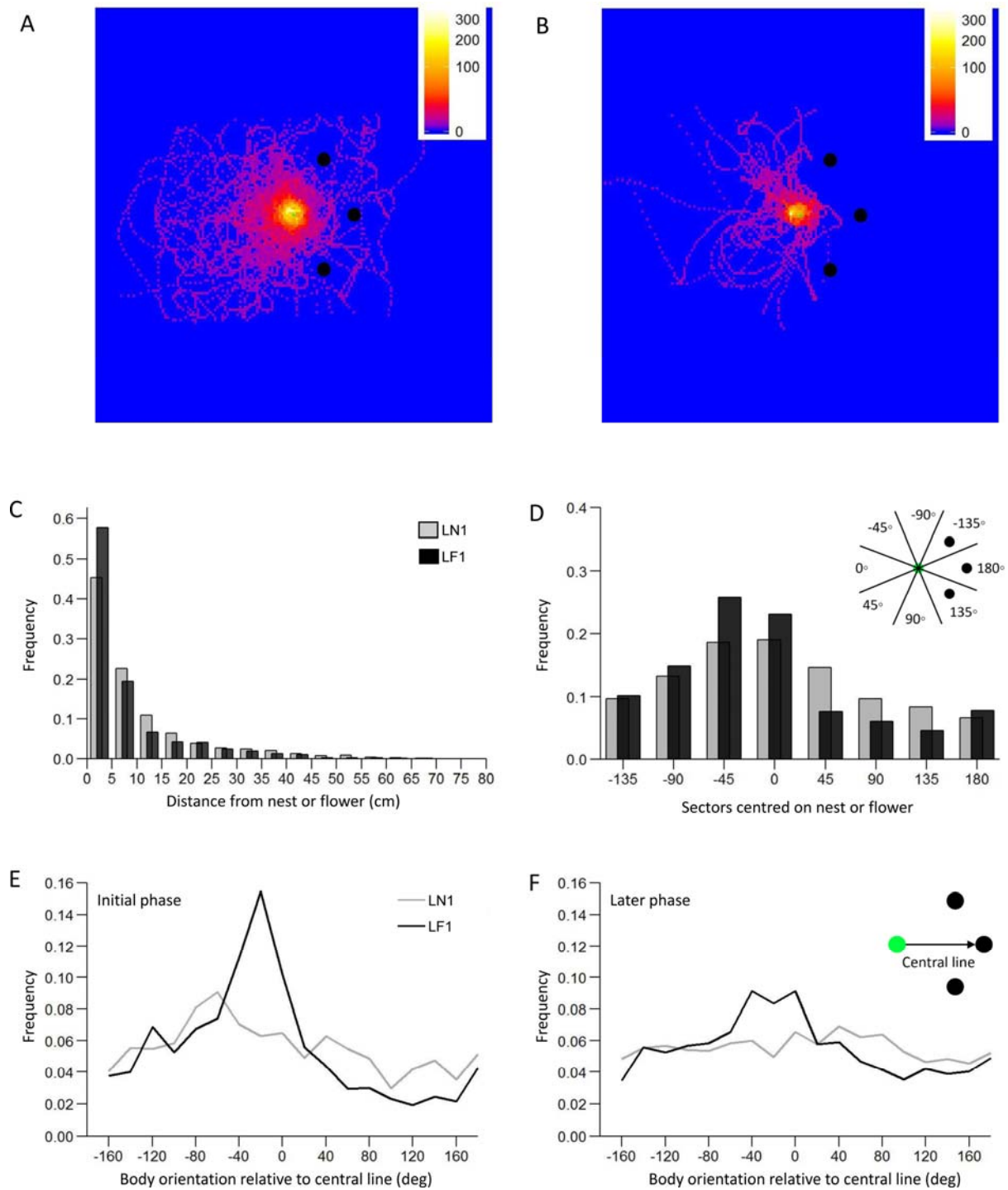


Figure 3. Some spatial and directional parameters of LN1 and LF1

A, B: Heat maps of the positions of the bees during the later phases of LN1 (A) and LF1 (B). + marks nest hole or flower. • marks cylinder. Scale shows number of frames in which a given area (1 cm by 1 cm) was visited. LN1: N=19 bees, LF1: N=16 bees.

C: Distance of all bee positions in A and B grouped by distance from flower or nest. The overall median distances from nest and flower do not differ ($N=16$, $W=90$, $z=-1.34$, $p=0.2$).

D: Bees' positions in A and B grouped by the radial sector centred on flower or nest in which they occur. Mean angular position of LN1 is -17.7° (vector amplitude (ρ): 0.25) of LF1 is -42.3° (ρ : 0.40).

E: Frequency distribution of the bees' body orientation relative to the central line of the array (see inset) for the initial phase of LN1 and LF1. Bin width is $\pm 10^\circ$. Mean orientation of LN1 is -49.98° (vector amplitude (ρ): 0.16) of LF1 is -40.46° (ρ : 0.38).

F: As E for the later phase of LN1 and LF1. Mean orientation of LN1 is 5.04° (vector amplitude (ρ): 0.06) of LF1 is -33.38° (ρ : 0.19).

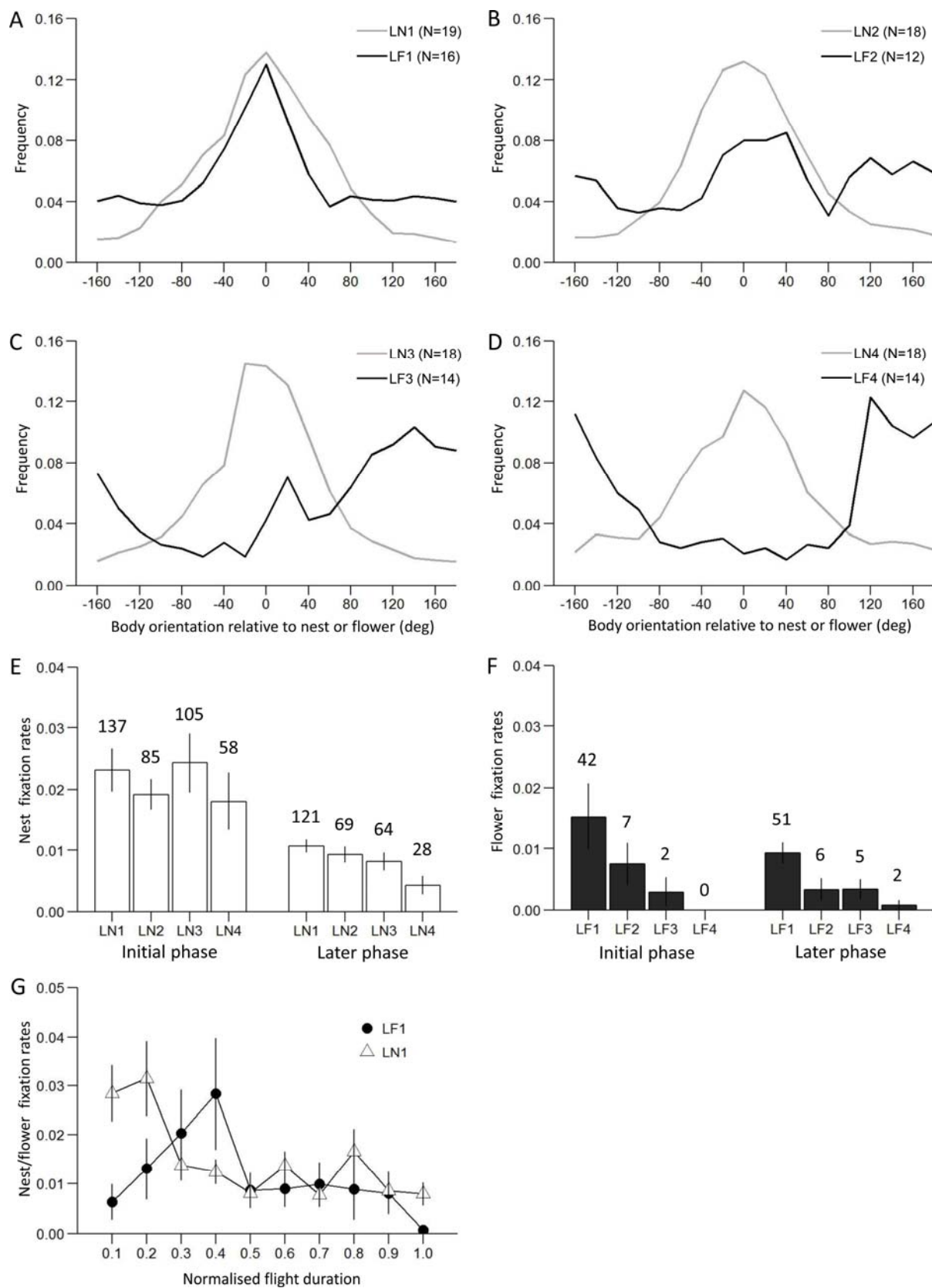


Figure 4. Fixating nest and flower.

A-D: Bees' body orientation relative to the nest or flower during LN1-LN4 and LF1-LF4 (LN1/LN2/LN3/LN4: N=19/18/18/18 bees; LF1/LF2/LF3/LF4: N=16/12/14/14 bees). Data are pooled across the complete flights of all recorded bees, bins $\pm 10^\circ$. E, F: Mean nest and flower fixation rates during the initial and later phases of each nest (E) and flower (F) learning flight. Numbers above bars give the number of fixations. Rates of fixation of nest are higher in the initial phases (LN1 initial vs LN1 later, N=19, Wilcoxon test, $W=171$, $z=-3.05$, $p=0.002$; LN4 initial vs LN4 later, N=18, Wilcoxon test, $W=45$, $z=-2.67$, $p=0.008$). This is not the case for the rates of flower fixations. G: Time course of mean nest and flower fixation rates of LN1 and LF1 calculated over the flight's normalised time. Here and, for figs similar figures below, bins go from 0 to 0.1, >0.1 to 0.2 etc and are labelled with their end values. Number of bees in E to G as in panels A to D.

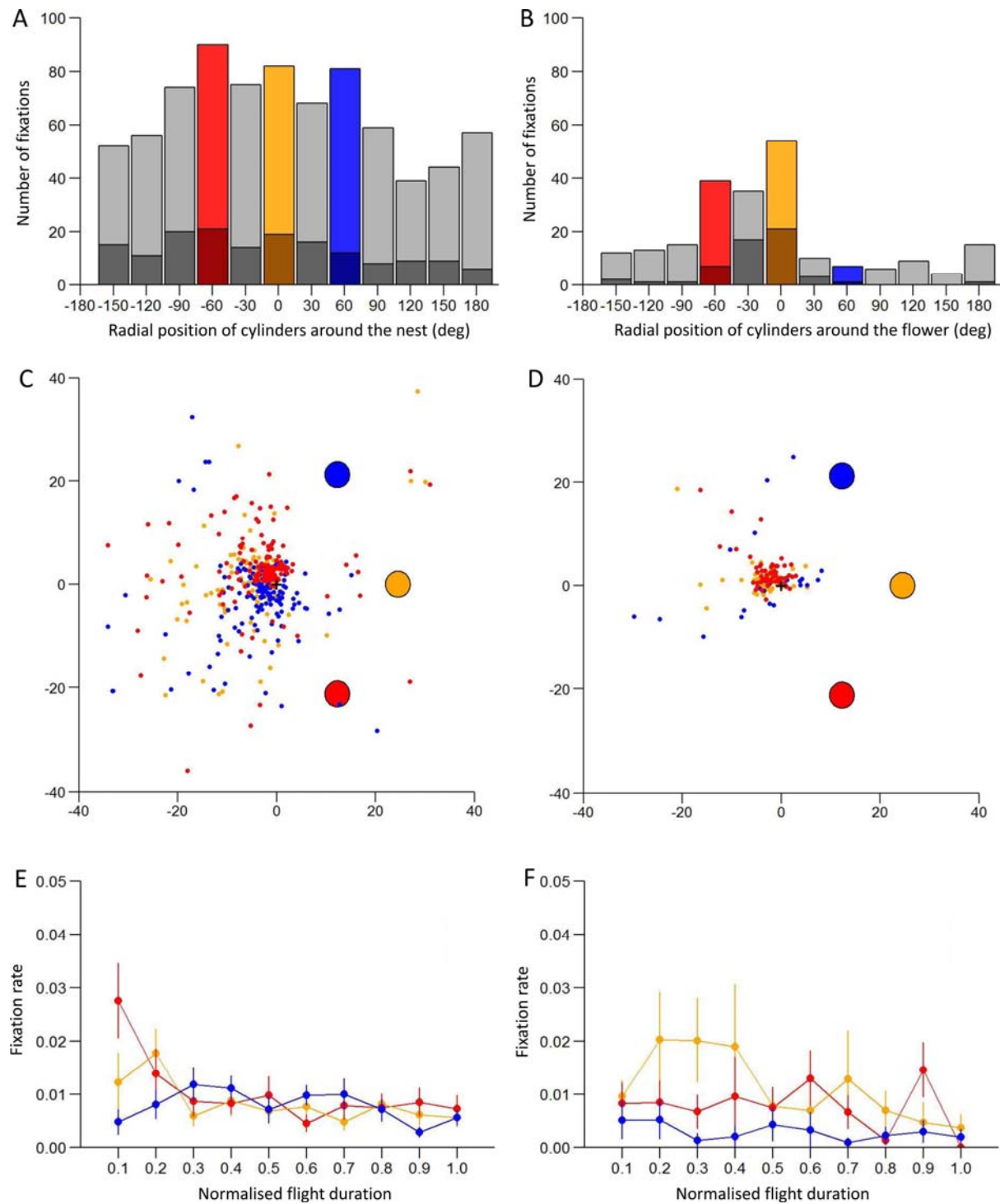


Figure 5: Cylinder fixations.

A, B: Number of cylinder fixations towards real and virtual cylinders during LN1 and LF1 (see text for details; LN1/LN2/LN3/LN4: N=19/18/18/18 bees; LF1/LF2/LF3/LF4: N=16/12/14/14 bees)

C, D: Positions of cylinder fixations during LN1 and LF1.

E, F: Time course of mean fixation rates over the normalised durations of LN1 and LF1.

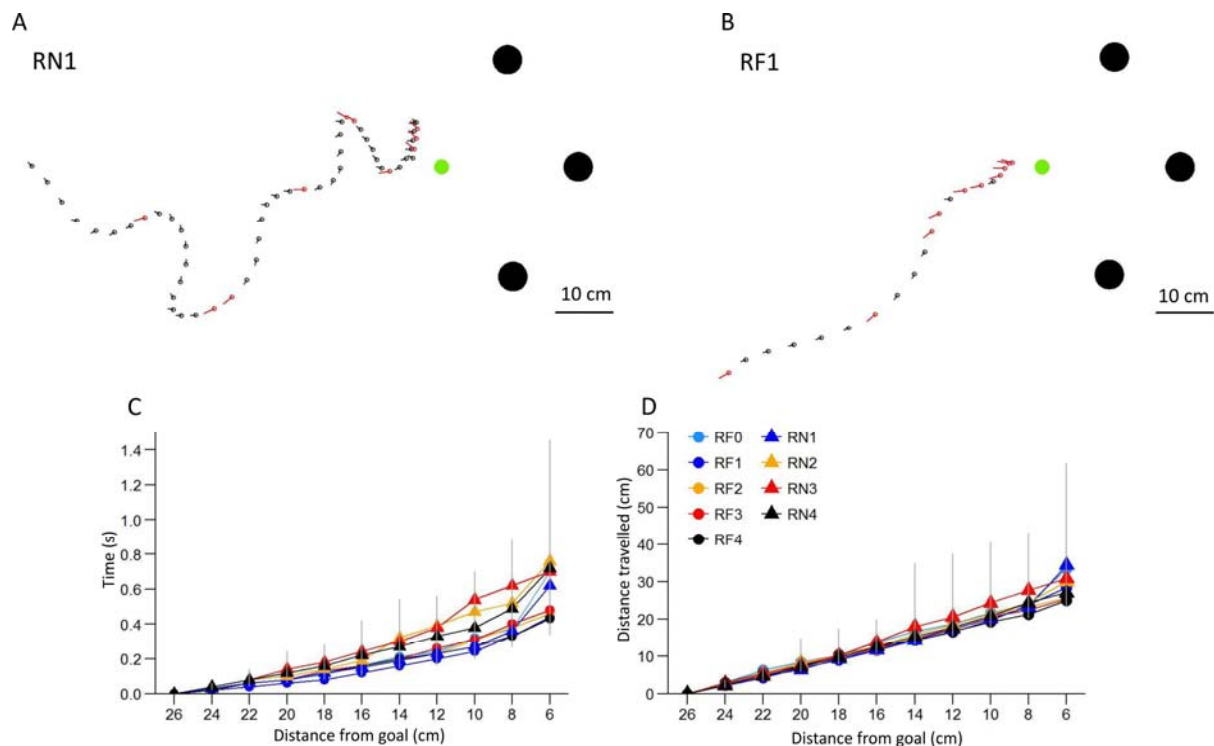


Figure 6: Some properties of return flights.

A, B: The first return flight of one bee to the nest (RN1) and flower (RF1).

C: Median times and IQRs taken by bees to cross a specified radial distance on their returns to the nest or flower in 2cm steps from 26cm to 6cm (RN1/RN2/RN3/RN4: N=18/16/17/18 bees; RF0/RF1/RF2/RF3/RF4: N=14/16/12/14/14 bees). The bees' behaviour just before landing, when they were very close to the nest or flower was very variable and we did not analyse this part of the return flights.

D: Similar plots of trajectory length. The median trajectory-length of the first return to the nest was 34.41cm (36.86 IQR) compared with 28.34cm (6.56 IQR) for that of the flower (Wilcoxon test, N=15, V=20, Z=-1.99, p=0.05). Median lengths of the fourth returns to the nest (27.07cm, 9.92 IQR) and flower (24.91cm, 3.06 IQR) differed significantly (Wilcoxon test, N=14, W=10, Z=-2.48, p=0.01).

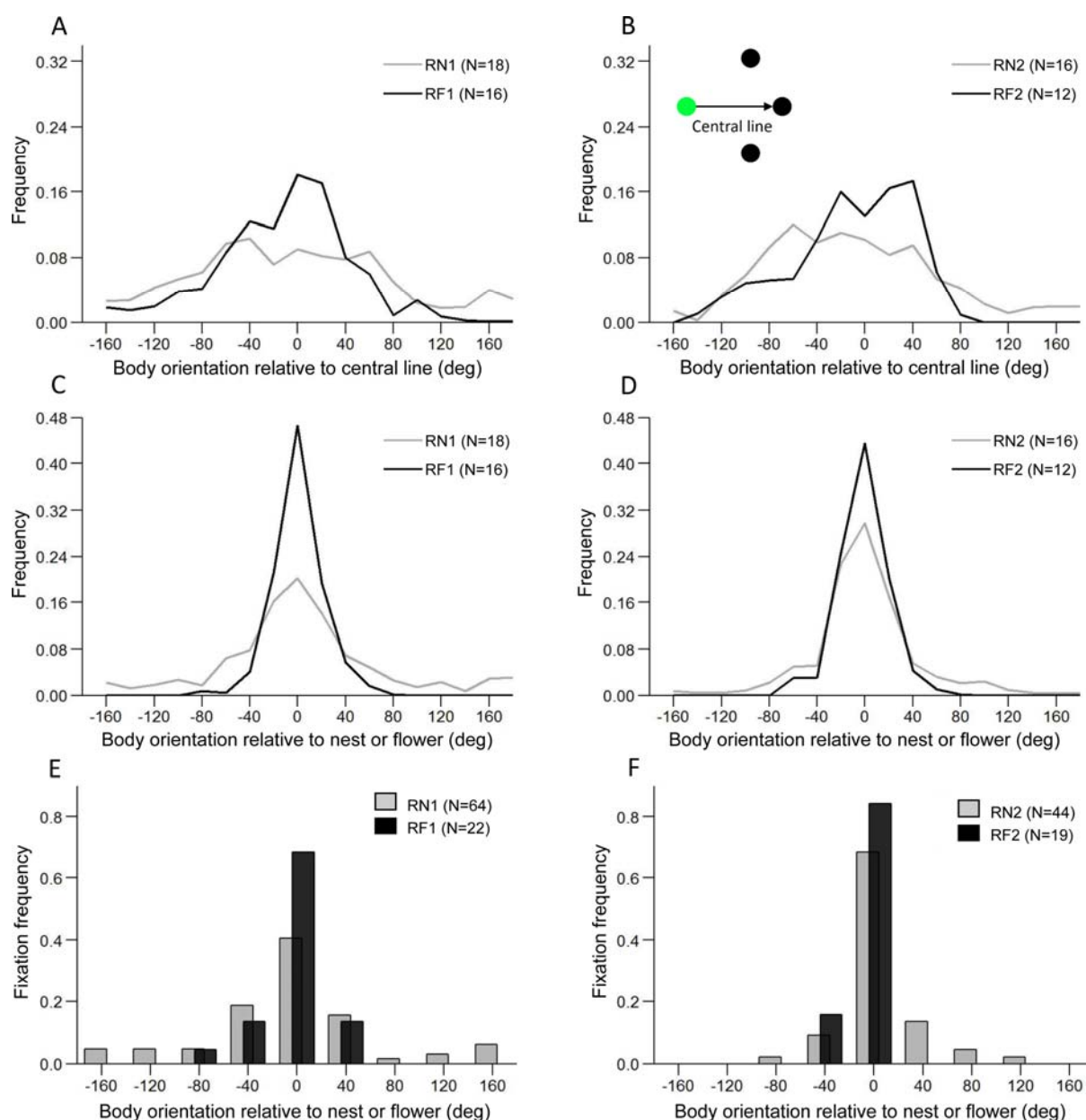


Figure 7: Looking at visual cues during returns

A, B: Body orientation relative to central line of cylinder array (see inset) during RN1 (circular mean: -14.52° , vector amplitude (p): 0.33), RN2 (circular mean: -20.11° , p : 0.45), RF1 (circular mean: -9.01° , p : 0.64) and RF2 (circular mean: -5.81° , p : 0.69). The p values of the RF1 and RN1 distributions or the RF2 and RN2 distributions do not differ significantly (RN1 vs RF1: $N=15$ Wilcoxon test, $W=81$, $z=-1.19$, $p=0.233$; RN2 vs RF1 $N=10$ Wilcoxon test, $W=37$, $z=-0.97$, $p=0.33$).

C, D: Body orientation relative to nest and flower during RN1 (circular mean: 2.82° , vector amplitude (ρ): 0.54), RN2 (circular mean: 0.77° , ρ : 0.77), RF1 (circular mean: -0.53° , ρ : 0.94) and RF2 (circular mean: 1.51° , ρ : 0.94). The p values of the RF1 and RN1 distributions or the RF2 and RN2 distributions differ significantly: RN1 vs RF1 N=15 Wilcoxon test, $W=113$, $z=-3.01$, $p=0.003$; RN2 vs RF1 N=10 Wilcoxon test, $W=47$, $z=-1.99$, $p=0.047$

E, F: Frequency of fixations relative to nest and flower during RN1, RN2, RF1 and RF2 ; bins $\pm 20^{\circ}$.

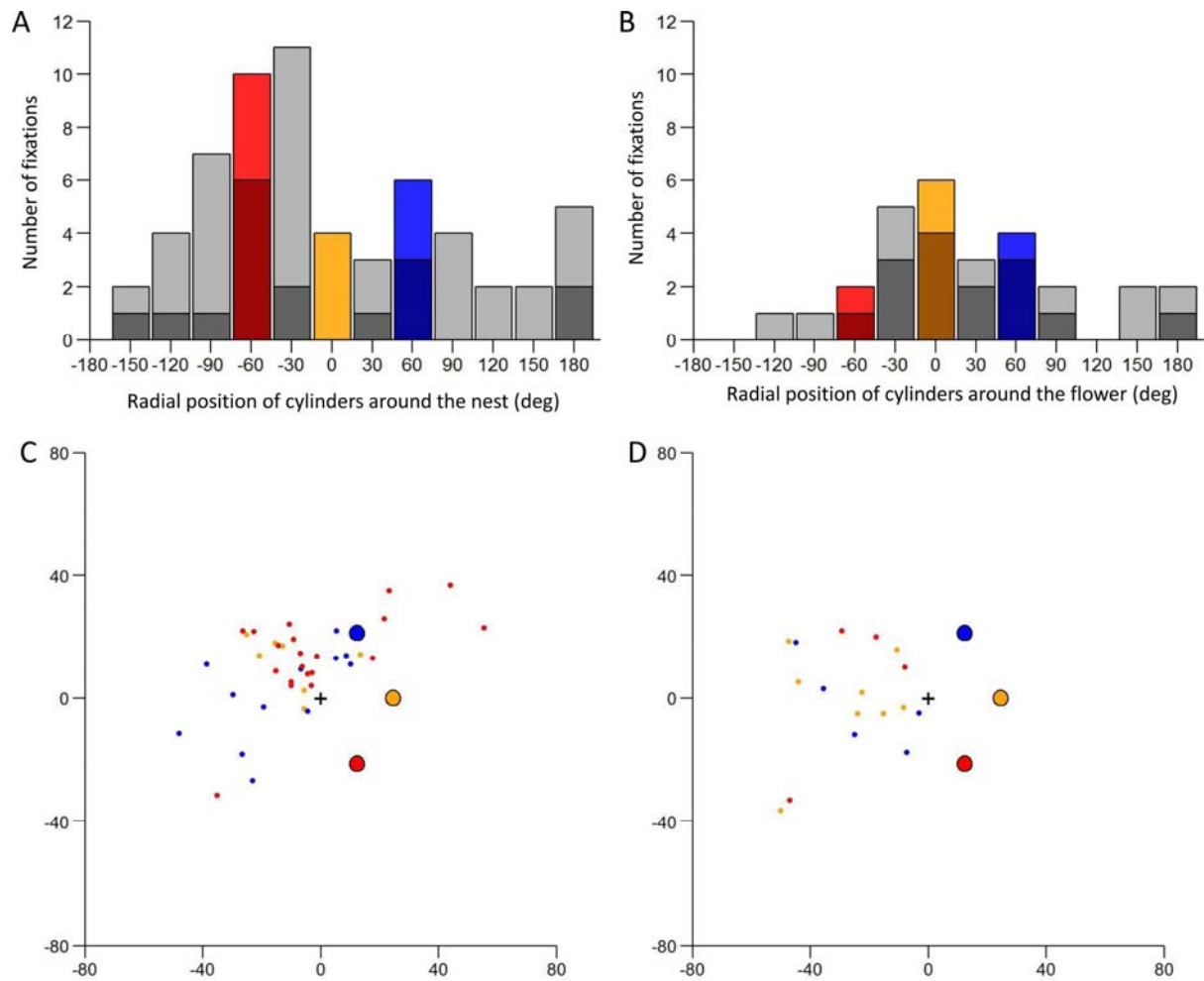


Figure 8: Fixations relative to real and virtual cylinders during RN1 and RF1

A, B: Number of cylinder fixations towards real and virtual cylinders during RN1 and RF1.

C, D: Positions of cylinder fixations during RN1 and RF1.

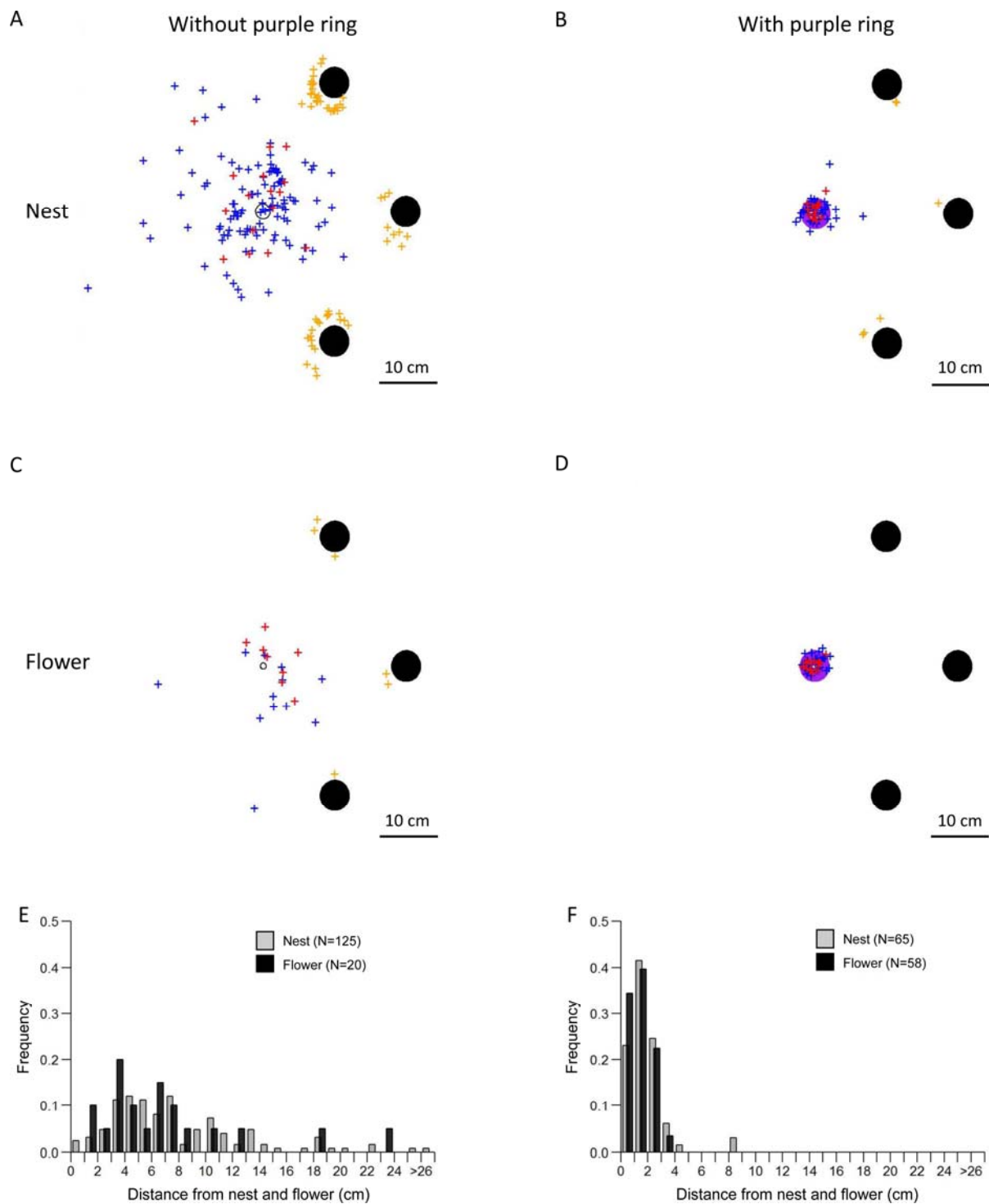


Figure 9: Positions and orientations of bees during landings with and without ring

A, B: Positions of the landings during the test at the nest with (B) and without the ring (A). The virtual position of the goals relative to the cylinders are marked by empty black circles in A and purple circles in B. Black disks mark cylinder positions. The

position of landings after an approach are shown by blue crosses, with the first of the landings (i.e. one per bee) shown in red. The orange crosses show landings at the base of the cylinders which were not included in the analysis.

C, D: As A and B for landings at the flower

E, F: Frequency of landings at different distances from the nest or the flower without (E) and with the ring (F).

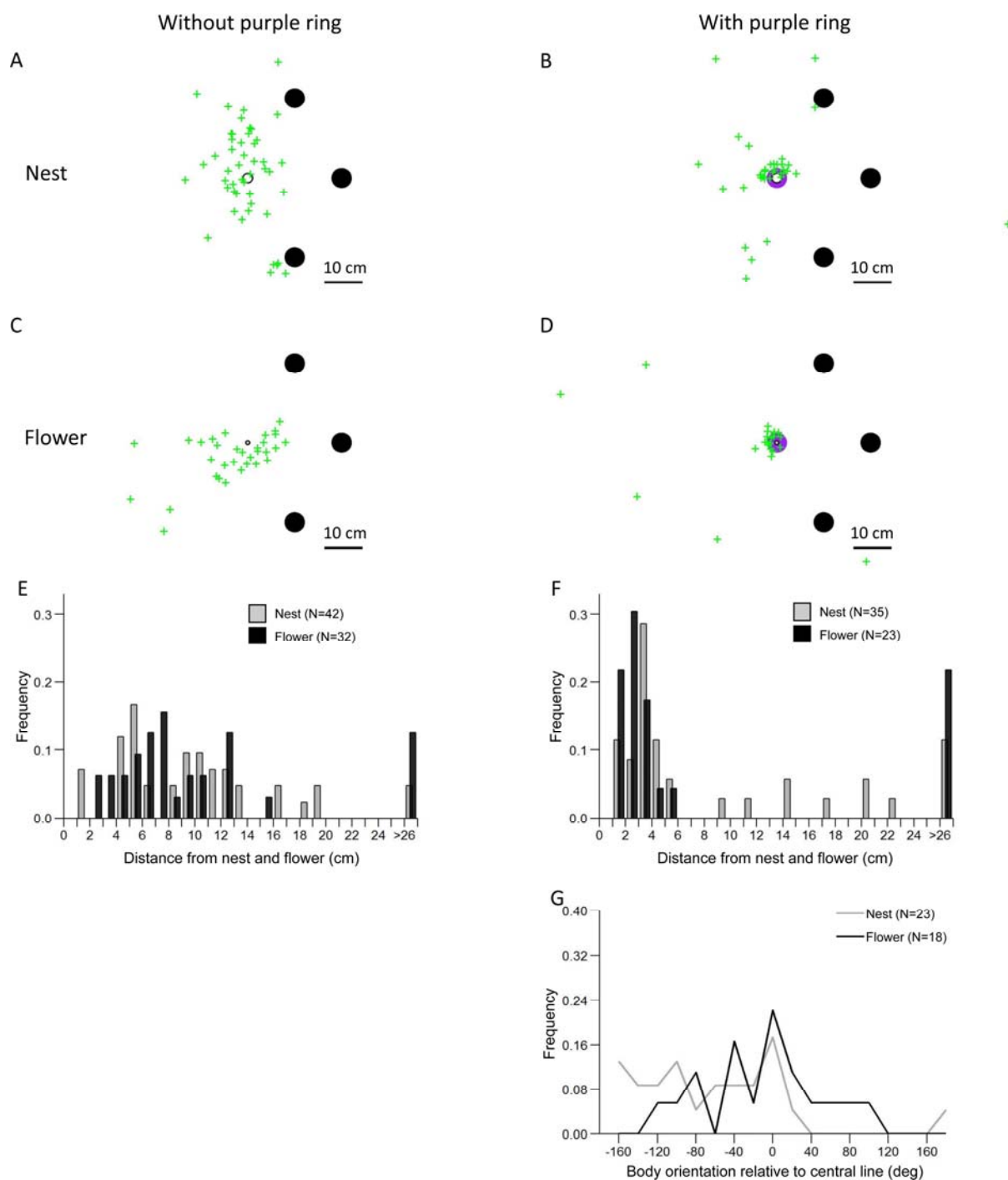


Figure 10: Positions and orientations of bees during slowdowns with and without ring

A, B: Positions of the slow down points (green crosses) during the early search bouts at the nest with (B) and without the ring (A). The virtual position of the goals relative to the cylinders are marked by empty black circles in A and purple circles in B. Black disks mark cylinder positions.

C, D: As A and B for slowdowns at the flower

E, F: Frequency of slowdowns at different distances from the nest or the flower without (E) and with the ring (F).

G: Body orientation relative to central line of the array during slowdowns with the ring when bees were within 6 cm of the centre of the ring.

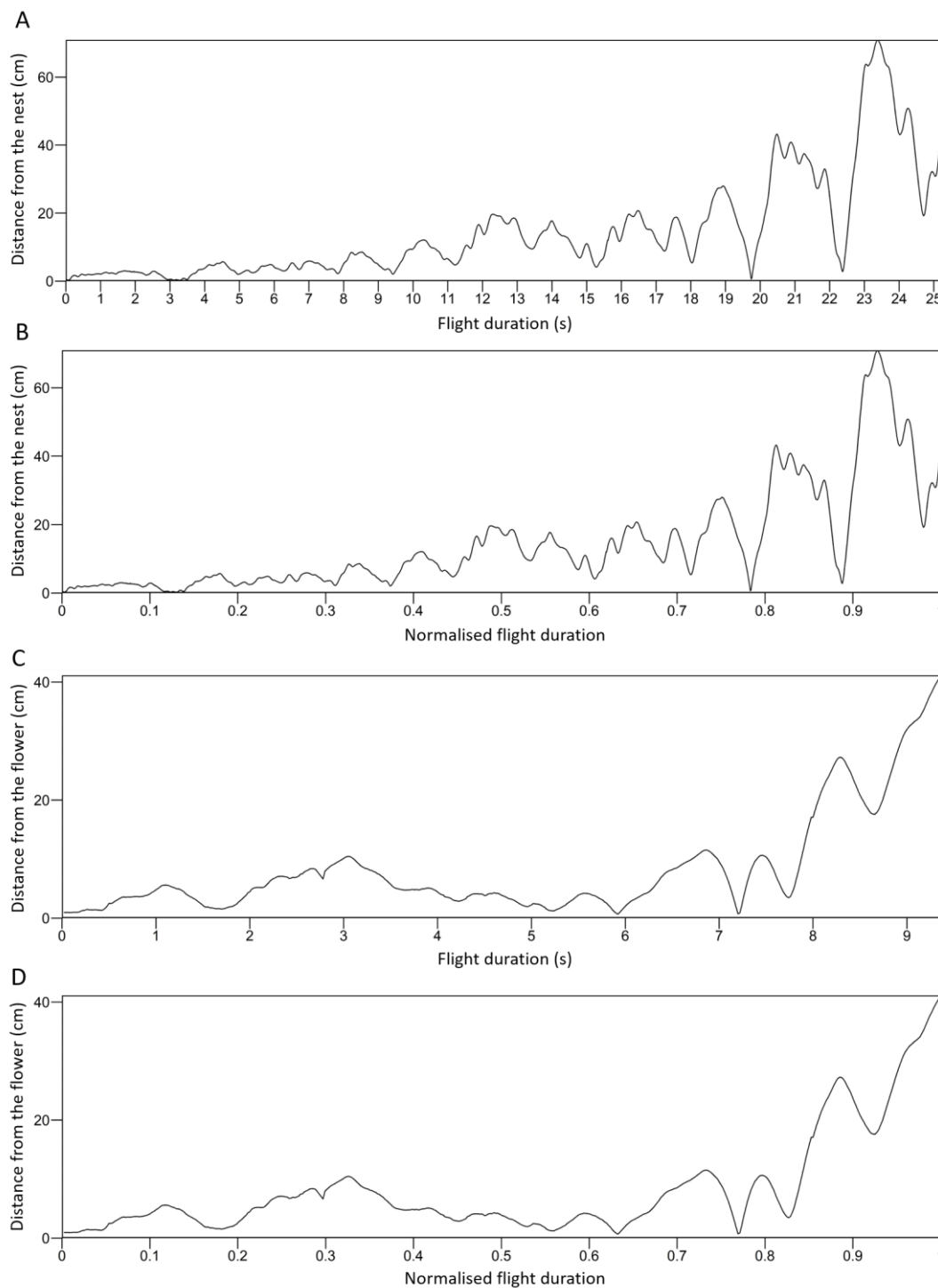


Figure S1: Comparing the normalised duration of short and long flights.

A: Distance from nest plotted against flight duration for an individual's long LN1. B: Same flight with distance from nest plotted against normalised flight duration. C and D. Similar plots to A and B for an individual's shorter LF1.

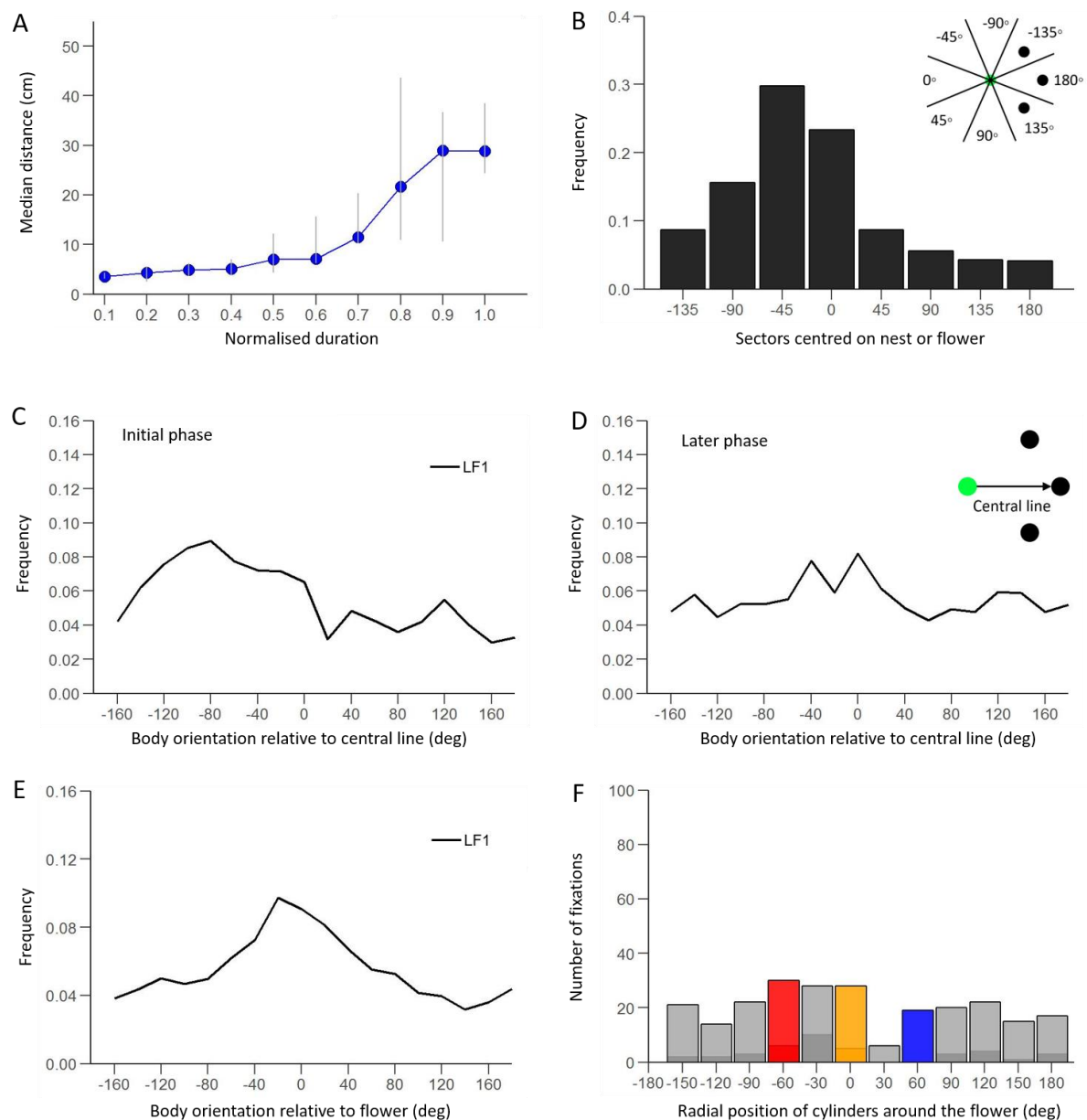


Figure S2: Properties of LF1 in control experiment with no cylinders and no ring at nest table and three cylinders and ring at flower table.

A: Bees' distance from flower plotted against normalised time. Median duration of LF1 5.9 s, 5.46 IQR, $n = 17$. B: Bees' positions relative to flower during LF1 in different radial sectors centred on the flower (cf. Figure 3D). Mean angular position of LF1 is -36.12° (vector amplitude (p): 0.49). C: Frequency distribution of the bees' body orientation relative to the central line of the array (see inset) for the initial phase of LF1 (cf. Figure 3E). Bin width is $\pm 10^\circ$. D: As C for the later phase of LF1. E: Bees' body orientation relative to flower (cf. Figure 4A). F: Number of cylinder fixations towards real and virtual cylinders (cf Figure 5B).

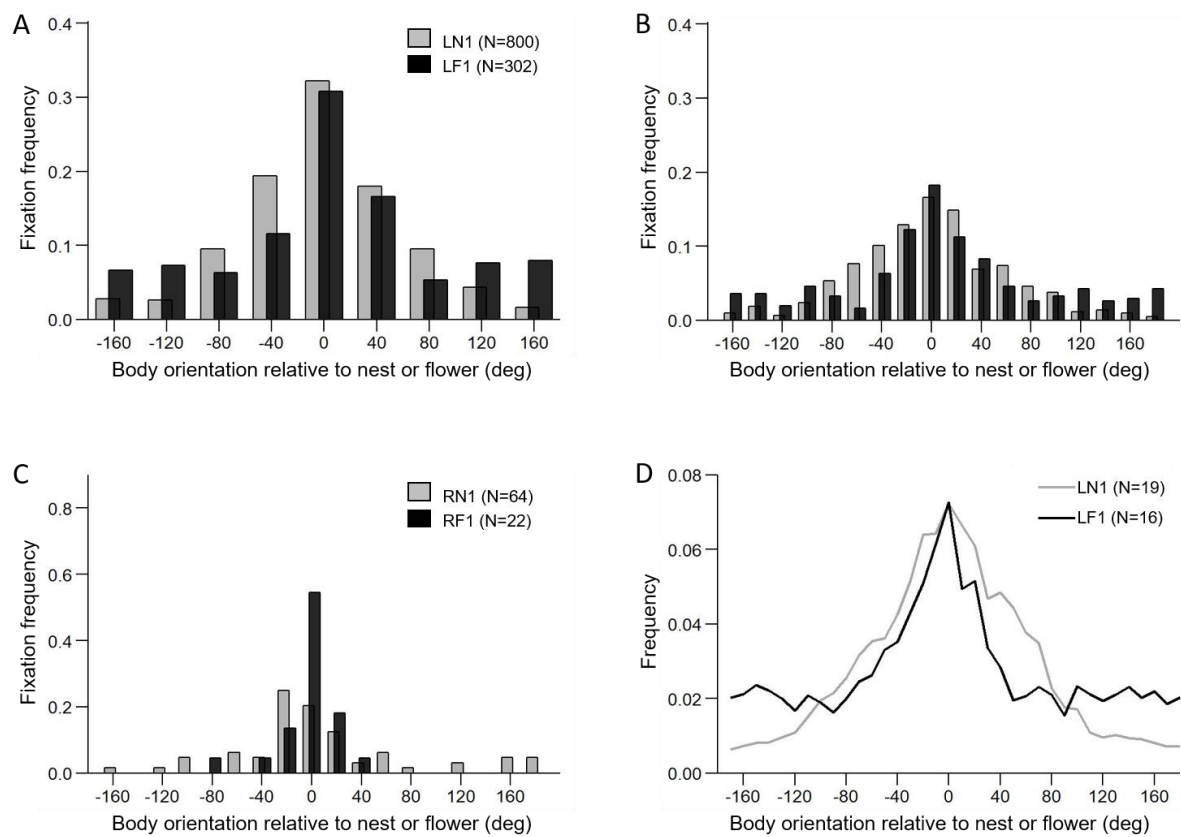
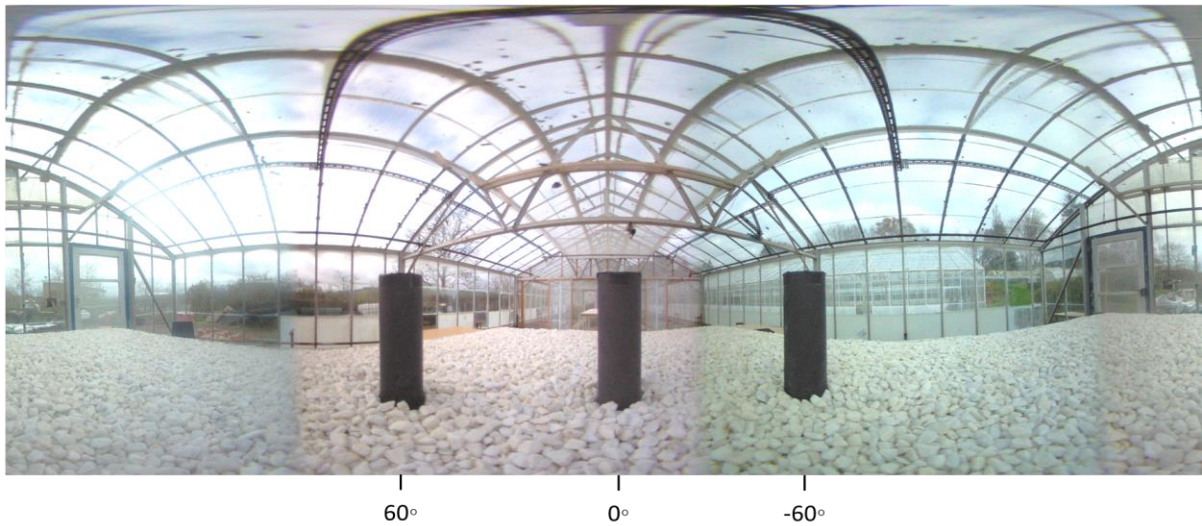


Figure S3: Data shown with smaller bin size.

Frequency of fixations relative to nest and flower during LN1 and LF1, A: bins $\pm 20^\circ$, B: bins $\pm 10^\circ$. C: Frequency of fixations relative to nest and flower during RN1 and RF1, bins $\pm 10^\circ$. D: Bees' body orientation relative to the nest or flower during LN1 and LF1, bins $\pm 5^\circ$.

A



B

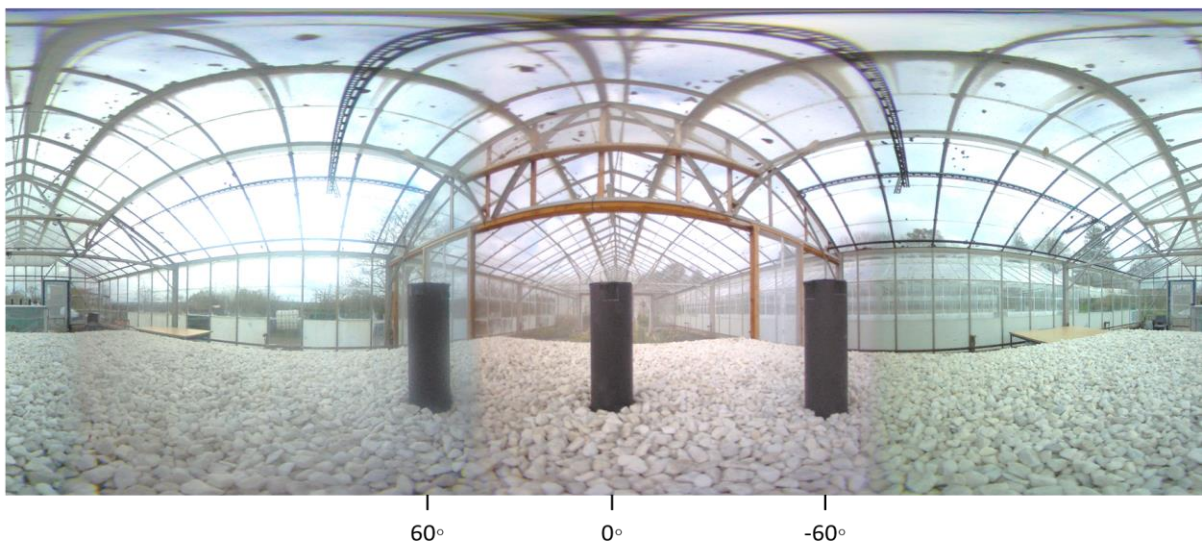


Figure S4: Panorama within greenhouse viewed from nest and flower centred on the cylinder array.

A: nest B: flower. Viewpoint of camera was 14 cm above the tables. Pictures were taken with a Giroptic 360cam panoramic camera.